

A SURVEY OF THE PAUL QUINN COLLEGE LIBRARY,
WACO, TEXAS

A THESIS
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LIBRARY SERVICE

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INTRODUCTION

The college library derives its objectives from the college of which it is a part. The measure of its excellence is the extent to which its resources and services contribute to the realization of the objectives of the institution it serves.¹ From time to time the college library should be evaluated to determine the extent to which its resources and services support the institution's objectives. The survey method has become the accepted method for such measurement. When used, this method points out strengths and weaknesses of the library resources and services.²

Brief History of Paul Quinn College

Paul Quinn College was founded in 1872 in Austin, Texas, by a small group of African Methodist Episcopal circuit-riding preachers. The college was later moved to Waco, Texas, and established as a modest one-building trade school at Eighth and Mary Streets, the present site of the Missouri-Kansas-Texas Railway station. Blacksmithing, carpentry, tanning, saddlery and other skills were taught to newly-freed slaves.³

Funds became available for a larger school as A.M.E. districts

¹Middle States Association of Colleges and Secondary Schools, Commission on Higher Education, Evaluating the Library, Document 4.81 (The Association, 1957), p.1.

²Seymour Robb, "A Librarian Looks at His Survey," Library Journal, LXXIV (November 15, 1949), 1712-14.

³Paul Quinn College, Paul Quinn College Bulletin: Catalogue Number and Announcements for 1961-62 (Waco, Texas: Paul Quinn College, 1960, IV, p.15.

developed throughout the South. In 1881, two acres of the Garrison plantation in East Waco were purchased. Later, 20 more acres were added, thus forming the present campus of Paul Quinn College. The campus is bound by Elm, Garrison, Chestnut and Rose Streets in East Waco, and it now has 12 buildings.

In May, 1881, Paul Quinn College -- named for Bishop William Paul Quinn, who was an A.M.E. missionary of the Western states for almost thirty years -- was chartered by the State of Texas. It is the oldest liberal arts college for Negroes in the State.

The teaching facilities were indeed meager in the beginning days of the college. The curriculum, taught by a faculty of five men and women,

...included mathematics, music, Latin theology, English, printing, carpentry, sewing, and household, kitchen, and dining room work. In addition to its main brick building, there was only one frame building for kitchen and dining room, an office, and three shed rooms for young men. As the increasing service and value of Paul Quinn College became apparent, more buildings arose on the campus. These buildings were made possible largely through contributions from interested patrons of the college.¹

In 1950, Paul Quinn College launched a physical expansion program. A campus church, a student union building, a gymnasium and an administration building were erected between 1950 and 1954. Major renovations were also made to other buildings on the campus. On March 21, 1954, the Waco Chamber of Commerce launched a successful \$100,000 drive for a new girl's dormitory to replace the one destroyed by fire.²

Through the years since the establishment of Paul Quinn College,

¹Ibid., p.16.

²Ibid.

20 persons, at one time or another, have served as president. On June 26, 1956, Reverend John Hurst Adams, then associate professor of New Testament and Church History of Payne Theological Seminary at Wilberforce University, was elected president of Paul Quinn College. He succeeded Dr. Frank R. Veal, who resigned to accept the presidency of Allen University in Columbia, South Carolina.¹ Dr. John H. Adams has served in this capacity from 1956 to date.

Paul Quinn College is an African Methodist Episcopal-sponsored liberal arts and teacher training college. It is accredited by the Texas Education Agency, and is affiliated with the Council for Small Colleges and the Association of Texas Colleges.²

Objectives of the College

The purposes of Paul Quinn College are:

1. to guide students in the development of a wholesome Christian philosophy of life that will be operative in their personal and social relationships;
2. to develop the mind of the individual student and his ability to express himself intelligently and objectively when encountering crucial problems in our American democracy;
3. to build up a public-spirited sense of responsibility, for the common good of society;
4. to encourage and assist in constant maintenance of sound physical, mental, emotional, and spiritual health;
5. to provide a well-integrated course of educational studies in the humanities, social sciences, and natural sciences; and
6. to offer courses which are related to selected pre-professional areas and to the teaching profession.³

¹Ibid.

²Ibid., p.17.

³Ibid.

The College and its Curriculum

In 1961, there were 34 members of the faculty and staff of Paul Quinn College. Of this number, 24 were teachers. The student body was composed of 239 students: 51 freshmen, 80 sophomores, 52 juniors, 44 seniors, seven special students, and four unclassified students.

The educational program of Paul Quinn College is organized under three divisions, embracing eleven departments. These divisions are: (1) the Division of Humanities, which includes the departments of English and speech, fine arts, modern languages, religion and philosophy; (2) the Division of Natural Sciences, which includes the departments of biology and chemistry, health and physical education, and mathematics and physics; and (3) the Division of Social Sciences, which includes the departments of economics and business, education and psychology, history and political science, and sociology.¹ The curriculum is so organized that majors may be pursued in the following areas: English, music education, religion and philosophy, mathematics, physical education, social science, business education, elementary education, history, sociology, and natural science.²

Emphasis is placed upon the acquisition of general knowledge in the liberal arts by each student before entering a specialized curriculum. Therefore, each student is required to complete a minimum of 54 semester hours in general education. The general education program

¹Ibid., p.40.

²Ibid., pp.56-97.

of Paul Quinn College is designed to facilitate the ability of the student to:

1. read and use the English language with reasonable ease and comprehension;
2. make simple mathematical calculations in everyday life situations;
3. solve personal problems according to the basic principles of modern science;
4. display an intelligent and cooperative attitude toward the social world; and
5. appreciate the aesthetic values of knowledge for improved human living.¹

Earned degrees granted by Paul Quinn College are the Bachelor of Arts and the Bachelor of Science.²

Objectives of the Library

In order to meet the needs and demands of the college community, the Library has the following objectives:

1. To provide services, resources and materials to implement the purposes of the college's general education program and to meet the specific educational objectives of the college;
2. To stimulate and encourage the development of lifetime reading habits among students;
3. To aid in developing skill in use of library resources and materials;
4. To stimulate and encourage faculty use of the library through library-faculty cooperation;

¹Ibid., p.41.

²Ibid., p.51.

5. To provide materials to meet legitimate demands of the college community beyond the instructional program.

Purpose and Scope

The purpose of this survey is to examine, analyze, and interpret facts concerning the services and resources of the Paul Quinn College library and to compare these findings with recognized standards. The results of this analysis should give some indication of the extent to which the library is successfully contributing to the realization of the objectives of the college. The data collected will represent the status of the library during the 1960-1961 academic year.

Significance

The small, church-related college has a definite responsibility and contribution to make in the field of education. A library survey should prove helpful to the administrative officials and to the supporters of Paul Quinn College in determining the quality of services and resources of the library in relation to the actual needs of the college community and to the objectives of the institution. It should also aid in formulating plans for future development of the library. It is hoped that other members of the college community and all interested in the future development of Paul Quinn College, will use the assembled facts about the library as an aid in furthering the basic objectives of the college.

Methodology

In order to present as complete a picture of the Paul Quinn

College Library as possible, various methods of collecting data were used by the writer, who is the college librarian.

To evaluate staff and services rendered by the library, the data relating to administrative organization and operations was collected and compared with the principles set forth in Guy R. Lyle's Administration of the College Library¹ and College and University Library Standards, 1957.²

To evaluate the quality of the book collection, standard checklists were used. The checklists included the Southern Association's Classified List of Reference Books and Periodicals for College Libraries³ and The Library in College Instruction⁴ by Louis R. Wilson. The fiction collection of the library was checked against Good Reading⁵ and Helen Haines' Living With Books.⁶

The periodical collection was measured against the Southern

¹Guy R. Lyle, Administration of the College Library (2nd ed.rev.; New York: H.W. Wilson Company, 1949).

²Association of College and Reference Libraries, Committee on Standards, College and University Library Standards, 1957, ACRL Monograph Number 20 (Chicago: American Library Association, Association of College and Reference Libraries, 1958).

³Southern Association of Colleges and Secondary Schools, Commission on College and Universities, The Classified List of Reference Books and Periodicals for College Libraries, ed. by W. Stanley Hoole (Atlanta: The Association, 1955).

⁴Louis R. Wilson, M. H. Lowell, and S. R. Reed, The Library in College Instruction: A Syllabus on the Improvement of College Instruction Through Library Use (New York: H. W. Wilson Company, 1953).

⁵National Council of Teachers of English, Committee on Reading, Good Reading (New York: The New American Library, 1960).

⁶Helen E. Haines, Living With Books (New York: Columbia University Press, 1950).

Association's Classified List of Reference Books and Periodicals¹ and Evan Ira Farber's Classified List of Periodicals for the College Library.²

In order to get the opinions of the faculty and students regarding the services and needs of the library, a questionnaire was submitted to them. For the faculty -- two copies of the questionnaire were sent to each member through the campus mail with a cover letter which explained the purpose and solicited cooperation. For the students -- the questionnaire was conducted according to students' classification. Prior arrangements were made with the college president, dean, and class sponsors for administering the questionnaires to each class.

The questionnaires, for both groups, followed almost entirely the form used in Fancher's "Survey of the Oakwood College Library, Huntsville, Alabama,"³ with a few alterations.

After the data were collected, it was analyzed and synthesized in order to present a concise picture of the services of the library from the point of view of the faculty and students.

¹Southern Association of Colleges and Secondary Schools, Commission on Colleges and Universities, op.cit.

²Evan Ira Farber, Classified List of Periodicals for the College Library (Boston, F.W.Faxon, 1957).

³Evelyn P. Fancher, "A Survey of the Oakwood College Library, Huntsville, Alabama" (unpublished Master's thesis, School of Library Service, Atlanta University, 1961).

CHAPTER II

PHYSICAL PLANT

Location and Stack Capacity

The library is located in the north wing on the first floor of William Decker Johnson Hall, a fireproof structure. Dormitory facilities for men occupy the second and third floors. Classrooms, offices and science laboratories are located in the basement. The Music Department occupies the south end of the first floor.

During the summer of 1960, the library was renovated, enlarged, and equipped with practically all new furnishings. As a result, the stack capacity was increased, providing space for approximately 15,000 volumes.

Plan and Functional Design

With the renovations made, the library can function more effectively in its present location with a few adjustments. The library is housed in one room, with one door which serves as the entrance and exit. The interior is "T" shaped. It is simple and fairly attractive. The ceiling is high, but not acoustically treated, hence noise from the dormitory above, from the outside, and inside the library is heard. The noise, at times, is quite distracting for those persons using the library, especially in warm weather when all windows are open. Constant sounds of activity in the Music Department can be heard. The concrete floors with no covering also add to the noisiness.

The librarian's office-workroom is located at the east end of the library in a renovated room, about eight by ten feet, parallel to the circulation desk. The walls are pastel green, and the linoleum floor covering is beige with simple brown design. A commode and washbasin occupy the southeastern corner. There are two desks in the office. One is used by the librarian, and the other for general purposes. Two gray metal file cabinets, one four-drawer legal-sized, the other letter-sized along with four book shelves, two of mahogany-stained wood, and two of gray metal are in the room. Three wooden shelves, about six feet long, are directly behind the desk of the librarian, facing west. Cataloging tools and uncataloged books are located here. The other wooden shelf, about five feet wide and five feet seven inches high, is used as a room divider. It separates the commode and washbasin from the other portion of the room, as there are no partitions. Books being processed are kept here. Because of the location of this room, the librarian cannot work here and supervise the library at the same time. For this reason, the east end of the library, adjacent to the office, is used as the work area. This area is about nine feet by 26 feet. There are two tables on the east wall of the library, one is three by two and a half feet, the other about three and a half by six and a half feet. The smaller table is used as a telephone stand, and a few current publishers' catalogs are kept here. The other table serves many purposes. The drill for mending purposes is mounted on the south end of this table. On the north wall of the work area is one shelf, about nine feet long and four and a half feet high. No other space is provided for receiving books, cataloging nor processing, so most of these functions are performed here. The nearest

electrical outlet is in the office-workroom.

Reading Room Facilities

The reading room of the library is approximately 30 by 108 feet. It is conveniently arranged and is easily accesible from the library entrance on the north side of the room. The room is fairly attractive. The walls are painted in ivory color. There are 14 windows, about four and one half feet from the floor and they extend to the ceiling. The windows are in two sections, approximately 40 by 48 inches per section. White venetian blinds at the windows add to the attractiveness of the library and to its usability.

The card catalog is located just inside the library entrance, to the left. The circulation desk faces the entrance and separates the reading room from the stacks. Approximately eight by ten feet of space is provided for charging and discharging books. Reserve books are housed behind the circulation desk, to the right, on shelving about six feet long and three and one half feet high. Newspapers are found on a rack to the left of the circulation desk. Current magazines are on a magazine rack to the extreme left of the circulation desk. Both the newspaper rack and magazine rack were built by local carpenters. Reference books are shelved around the reading room on window height adjustable shelving.

In 1960, new blonde furniture of modern design was purchased from the American Desk Company, Temple, Texas. There are 15 tables and 96 matching chairs. The tables have formica tops and metal legs of desert sand color. Four of the tables are round and 11 are rectangular.

Seating capacity seems adequate for the present enrollment.

Stack Facilities

The stacks are conveniently located behind the circulation desk. The shelving is of neutral-stained pine wood, built by the maintenance department of the college. Built-in adjustable shelving occupies the left and back walls of the stacks. Double-faced free-standing shelving constitutes the other stack shelving. These are also unadjustable. No special shelving is provided for the storage of newspapers and magazines. Back issues are shelved in the stacks to the right. Most of the newspapers are discarded at the end of the year because of lack of storage space. The few bound periodicals owned by the library are shelved on the opposite side of the shelves housing unbound back issues.

Heat, Ventilation and Sound

Heat for the library is provided for five space-resident-type heaters in the reading room, two space heaters in the stacks (which are almost never lighted) and one in the office-workroom. It is quite uncomfortable in the library in winter, especially in December and January when the weather is usually coldest. The 114 windows afford adequate ventilation and lighting. New fluorescent lighting fixtures provide proper lighting in the reading room, stacks, and work area. The library is not airconditioned, and no fans are provided for hot weather, making it very uncomfortable during the spring and summer months. No restroom facilities are provided in the building for persons using the library.

Summary

The library is housed on the first floor of William Decker Johnson

Hall in the north wing. Dormitory facilities for men occupy the second and third floors. Classrooms, offices and laboratories for the Science Department are located in the basement. The Music Department occupies the south end of the first floor. The library was renovated in 1960, and new chairs, tables and shelving were added. Shelf space provides for approximately 15,000 volumes.

The librarian's office-workroom is located at the east end of the library, parallel to the circulation desk. Because of the location of this room, the librarian cannot work here and supervise the library at the same time, so the east end of the library, adjacent to the office, is used as the work area. No space is provided for receiving books, cataloging nor processing, so most of these functions are performed here. The nearest electrical outlet is in the office-workroom.

The reading room is fairly attractive, conveniently arranged, and is easily accessible. Seating is provided for 96 patrons, which is more than one third of the student body. The reading room serves the purpose of reference, reserve, and periodicals room with no variety in the type of seating. The noise from the dormitory above, from the outside, and inside the library is quite distracting for persons using the library, at times. Heating and cooling accommodations are very unsatisfactory. The room is cold in the winter and hot during the spring and summer. Both natural and artificial lighting are adequate. No restroom facilities are provided for library patrons.

CHAPTER III

STAFF AND SERVICES

Staff Organization

The effective participation of the college library in the instruction of students in the use of library tools and bibliography, in defining and carrying out the objectives of the college in collaboration with the faculty, and in extending the use of library materials in education, requires a well-qualified and numerically adequate staff of trained librarians. In addition to the head of the college library, the typical library staff consists of professional and clerical assistants, with considerable student help.¹

In the small college library there is, deliberately, very little departmentalization. Organization is more a matter of adaptation to personnel than a matter of administrative theory. However, the duties assigned each person should be closely related even in the smallest institution.²

During the 1960-1961 school year, the library staff of Paul Quinn College consisted of one librarian, one full-time assistant to the librarian, and 11 part-time student assistants.

Duties performed by the librarian were professional, non-professional, and clerical, while those performed by the assistant to the

¹Lyle, op.cit.

²Ibid., p.66.

librarian were non-professional and clerical.

Staff Qualifications and Salaries

The librarian is a graduate of Spelman College, Atlanta, Georgia, and has completed 42 hours toward the degree of Master of Library Service at Atlanta University, Atlanta, Georgia. Her experiences include two years at Butler College, Tyler, Texas, as librarian, four years as librarian in the public schools of the Waco Independent School District, two summer sessions as librarian at the Fairchild Branch Library of Texas Southern University, Houston, Texas.

The assistant to the librarian holds a Bachelor of Science degree from Prairie View A. and M. College, Prairie View, Texas, was newly appointed, and had had no library training or experience.

Expenditures for combined staff salaries during this academic year, including student services totaled \$14,321. Salaries paid to individuals was not available.

Status and Compensation

The librarian is a member of the general administrative staff of the college, who, in accordance with the by-laws of the Board of Trustees of the college, is appointed by the Board of Trustees, upon recommendation by the president. She is directly responsible to the Dean of Instruction, and is a member of the Educational Program Committee, which is the college curriculum planning group, and the Student Life Committee. She is required to attend the regularly scheduled faculty meetings each month.

All faculty and staff members are required to participate in

the Social Security program of the college. There is no other retirement program available. However, further study of retirement needs is being made by a committee appointed by the faculty and the Board of Trustees. Any accepted proposal from this committee will supplement the Social Security program now in effect.

Working Hours, Vacations and Leaves

The librarian works 45 hours per week and the assistant, 42 hours per week. The library staff enjoys all institutional holidays and the period between the closing of the regular school session and the opening of the summer session. Both the librarian and the assistant are granted two weeks vacation with pay.

Each staff member is entitled to be absent from work on account of personal illness for a total of seven school days each year without loss of compensation. Sick leave days may be cumulative to a total not to exceed 21.

Members of the faculty and library staff interested in making advancements toward higher degrees are granted a leave of absence, but with little financial assistance, if any. To encourage attendance and participation in national, regional, and local educational and professional societies, an expense allowance, with stipulations, is offered, if the person is an official representative of the college. The college personnel is encouraged to become members of state, regional, and national professional organizations, particularly those which are related to one's field of instruction. The college, upon presentation of the personal membership card, will pay one half of the cost of the membership up to a total of \$7.00 for a full-time person and \$4.00 for one who

works part-time.

Student Assistants

During the 1960-1961 academic year, 11 part-time student assistants were assigned to work in the Paul Quinn College Library. Five of these were new student assistants who had to be trained for work in the library. Complete training in the planned preliminary period is impossible, so follow-up instructions are provided through individual guidance, printed materials about the college library, and monthly staff meetings.

The number of hours per week student assistants were assigned to work in the college library ranged from three and three fourths hours per week to 10 and three fourths hours. Problems of scheduling arose because there were students whose class schedules were the same, which meant that they were free to work at the same time. Only three of the 11 students were able to work 10 and three fourths hours per week, four worked seven and one fourth hours, two for five and one half hours, and one for three and three fourths hours. The total number of hours worked by student assistants during the academic year was 2,827.

The library is kept fairly clean by student janitors who are under the supervision of the college maintenance department. The dusting of books in the stacks is done irregularly. The measurement of accomplishments of student assistants is done by the librarian by means of a rating sheet provided by the Director of Student Personnel.

Budget

It was not possible to obtain detailed figures regarding the

budget on the expenditures of the library. Library expenditures for the year totaled \$16,584, including salaries, books and other library materials. In the last three years, the library spent a total of \$30,895 for salaries, books, supplies, and other library materials (see Table 1).

TABLE 1

LIBRARY EXPENDITURES

<u>Year</u>	<u>Amount Spent</u>
1958-1959	\$6,077.00
1959-1960	8,234.00
1960-1961	<u>16,584.00</u>
Total	\$30,895.00

Selection, Acquisition, and Cataloging

Each member of the instructional staff is encouraged to participate in the selection of library materials and all faculty members are given order cards. Completed cards are then approved by department heads and returned to the librarian, for checking and ordering. Library staff members are also encouraged to recommend other needed materials.

Library requisitions, typed in duplicate, are sent to the Business Office on forms provided. All book orders must be approved by the college president before they are ordered. There is no further communication to the librarian from the Business Office as to whether requisitions have been approved and ordered or not. Only when books have been delivered to the library does the librarian actually know what has been

approved and ordered. When library materials are received, they are checked against the librarian's order and the invoice. A copy of the invoice is then sent to the Business Office, indicating materials received and those not received. A note is sent to the faculty members who made the initial requests.

The Dewey Decimal System of Classification is used at Paul Quinn College Library, and Library of Congress catalog cards. Catalog cards cannot be ordered until after books have been received because one never knows what books are actually ordered. The subject headings as well as other typed entries suggested in the tracings on the Library of Congress cards are used for entries in the card catalog as well as other subject headings suggested in Sears' List of Subject Headings.¹ An accession book and a shelf-list are maintained. The shelf-list is not up-to-date. The present librarian found many shelf-list cards missing or discarded, and she is now in the process of filling-in. A file for checking periodicals is also maintained.

No periodicals have been bound, nor have any books been rebound. The repair and mending of books is done in the library. Since periodicals are the backbone of the college library's reference materials and should be bound regularly² the back issues are kept with hopes that they will be bound some day.

Library-Faculty-Student Relations

At Paul Quinn College, there is a faculty library committee

¹Bertha Margaret Frick, Sears' List of Subject Headings, (6th ed.; New York: H.W.Wilson Company, 1950).

²Lyle, op.cit., p.381.

composed of the librarian and four members of the instructional staff. The librarian serves as chairman of this committee, which is active and makes suggestions concerning general operational policies of the library. It aids in the allocation of book funds to various divisions and departments and offers suggestions to the faculty relative to purchase of books for the library and the weeding of the book collection. It checks the list of periodicals subscribed to and offers suggestions as to continuing or discontinuing subscriptions. A few members of this committee have made contacts with other groups and organizations who later made contributions to the library.

Alumni of the college and members of the community are permitted to use the college library and a few do so occasionally, particularly teachers in public schools. They may borrow books from the college library which are not in constant demand by the students or faculty. Materials not owned by the library are secured on inter-library loan for faculty members requesting such service.

Instruction in Use of the Library

Instructions in the use of the library are given to freshmen and new students during Freshman Orientation Week, by the librarian. However, since only 30 minutes to one hour is allowed, only the most important things, such as use of the card catalog, reserve books, periodical loans, and general regulations of the college library can be discussed, and even then, follow-up is necessary. Mimeographed directions on how to use the library are distributed to students and individual students are given instruction as the need arises and they are encouraged to

ask for help. Library regulations are included in the student handbook.

Access to Materials and Publicity

There is no separate browsing room, but some fiction is placed on open shelves in the reading room of the library. Stacks, generally, are closed to students, but any student may secure permission to use them.

Library publicity is accomplished through the use of several types of media. An annual report is made yearly and is submitted to the president and the dean of instruction. A mimeographed booklet entitled "Paul Quinn College Library Guide" is distributed to faculty and students. Brief mention is made of the library in the college catalog and library regulations are included in the "Q" Book, the student handbook. Bulletin boards and displays are used to stimulate interest, to call attention to services, resources, and special events. Articles concerning the college library are sent to the Waco city newspapers, along with pictures for special observances, such as National Library Week and Founders Day. The college sponsors a weekly radio program on which the librarian has appeared once. Talks are also given to various clubs and organizations by the librarian and members of the Faculty Library Committee as a means of publicizing the library. Among these were visits to two churches in the city to speak to a teenage group at one and a Women's Club at the other.

Library Hours and Circulation

The library is open 48 hours per week: on Monday, Tuesday, Thursday, and Friday from 8:00 A.M. to 12:00 noon, and from 1:00 P.M.

to 5:00 P.M., and 7:00 P.M. to 9:00 P.M. On Wednesday it is not open after 5:00 P.M.

Circulation work is the nerve center of the library.¹ Service to readers in the college library centers at the loan desk and the work is done by the librarian, the assistant to the librarian, and student assistants.

Records

Library records and reports are a very essential part of library administration and they provide a valuable historical record. Records kept by the library are: (1) accessions; (2) periodicals; (3) daily circulation (student and faculty) by classes; (4) overdue books; (5) fines; (6) student pay roll; and (7) petty cash.

Summary

The college library staff consists of a librarian, one full-time assistant to the librarian, who has a Bachelor of Science Degree, but has had no library training or experience, and 11 part-time student assistants.

Expenditures for staff salaries this academic year totaled \$14,321, while the total library expenditures for the year was \$16,584, including salaries, books and other library materials. A total of \$30,895 was spent by the library from 1957 to 1961 for salaries, books, and other library materials.

The librarian is a member of the following college committees; Administrative Council, Educational Program Committee, Student Life,

¹Ibid., p.127.

and the Library Committee, on which she serves as chairman. All staff members participate in the Social Security Program of the college. No other retirement program is presently available, and a study is currently being made of retirement needs by an appointed faculty committee.

The librarian works 45 hours per week and the assistant to the librarian works 42 hours per week. The librarian works seven hours more, and the assistant to the librarian works four hours more, than the 38 hours suggested by Lyle.¹ Both are allowed all holidays observed by the college with pay, and a maximum of two weeks paid vacation. In addition, library staff members are entitled to be absent seven school days each year for personal illness, as are the other faculty and staff members.

Expense allowances are given for attendance of professional meetings, representing the college, and upon presentation of membership card, the college will pay one half the cost of membership up to a total of \$7.00.

There are 11 part-time student assistants who worked a total of 2,827 hours during the academic year. Five of the 11 were new assistants having to be trained. Students were assigned to the library whose work-aid scholarships allowed them to work from three and three-fourths hours per week. Only three of the 11 students were able to work 10 and three-fourths hours per week. Staff meetings are held monthly.

Library materials are selected cooperatively by faculty and staff. The Dewey Decimal System of Classification is used and Library of Congress

¹Ibid., pp.285-86.

catalog cards are also used. An accession book and a shelf-list are maintained. The shelf-list is not up-to-date. No periodicals have been bound, nor have any books been rebound. Other records kept by the library are periodicals, daily circulation (faculty and students) by classes, overdue books and fines, student pay roll, and petty cash.

The library is open 48 hours per week. Instruction in the use of the library is given during Freshman Orientation week to freshmen and new students, and freely to any student needing additional help in using library materials. The librarian's affiliation with the Administrative Council, Educational Program Committee, Library Committee and other media all help to develop, interpret, and publicize the services of the library.

CHAPTER IV

MATERIALS COLLECTION

Quantitative Analysis of the General Book Collection

In May, 1961, the Paul Quinn College Library had a total of 8,601 volumes in its book collection. Table 2 reveals the number and proportion of titles held, arranged by Dewey classes. By analyzing the figures in this table, it is noted that 28.5 percent are on social sciences and education, 6 percent are in science, 5.5 percent in the useful arts, 15 percent are in literature, and 12 percent are books on history, geography, travel and biography. Ten percent of the books are fiction. The social sciences and education class is the best represented in the book collection, whereas fine arts, useful arts, and science are much less represented. The curriculum provides for majors and minors in some areas in which the library holdings are quite weak, such as science, fine arts, and the useful arts.

Recency of Titles

An analysis of five broad subject fields was made of the titles in the Paul Quinn College Library as to their recency in publication. The classes are social science and education; useful arts, fiction; and history, including geography, travel and biography. An analysis of Table 2 reveals that 36 percent of the 5,370 titles analyzed are dated

TABLE 2

NUMBER AND PROPORTION OF TITLES HELD BY THE LIBRARY
IN MAY, 1961, AS ARRANGED BY DEWEY CLASSES

Classes	Number of Titles Held May, 1961	Percent of Total Collection
General Works	527	6.1
Philosophy and Psychology	293	3.4
Religion	837	10.0
Social Science and Education	2,454	28.5
Language	126	1.5
Science	525	6.0
Useful Arts	474	5.5
Fine Arts	157	2.0
Literature	1,291	15.0
History, Geography, and Biography	1,092	12.0
Fiction	825	10.0
Total	8,601	100.0

since 1940 and 64 percent are dated prior to 1940. The copyright dates of 1,065, or 20 percent, of the books were between 1950 and 1959, and 80, or 1.4 percent, were published between 1960 and 1961.

The findings represented in Table 3 reveal that the most recent titles are in social science and education; history, geography, travel and biography, and useful arts.

BY DECADES, BEFORE 1900 TO
AND EDUCATION, SCIENCE, USEFUL
TRAVEL AND BIOGRAPHY,
FICTION

29	1930-39		1940-49		1950-59		1960-		Total	
Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
50.0	329	49.0	502	61.2	540	50.3	52	65.0	2,454	46.0
14.0	55	8.0	62	8.1	72	6.7	8	10.0	525	10.0
6.1	123	18.0	75	9.2	114	11.0	4	5.0	474	9.0
21.9	128	19.0	130	16.0	207	19.0	12	15.0	1,092	20.0
8.0	46	6.0	45	5.5	132	13.0	4	5.0	825	15.0
15.8	...	12.7	...	15.1	...	20.0	...	1.4	...	100.0

The value of books in these classes change as do the methods and techniques in education and the developments and discoveries in science through the years. The total number of titles in social science and education class represents almost one half the total analyzed, and the total number of titles in all the other classes represents a little more than one half of the titles analyzed. Each of the subject classes should have some of the older standard book sources for research, individual investigation and inquiry.

There were fewer recent titles in science and fiction. In an age of space and discovery, it is imperative for the library to keep abreast of the latest in scientific developments in its book collection. The library contains a good proportion of old fiction titles, and a fair proportion of recent ones. Many of the old titles are classics which every library should own.

The college library has 26, or 13 percent, of the 200 titles listed in Helen Haines' Living With Books.¹ The Haines list is divided into four classes: (1) The Development of Modern English Fiction Indicated in a Chronological Sequence of Fifty Novels; (2) Fifty Postwar Novels, Chosen to Indicate Backgrounds and Trends of a World in Transition; (3) A Brief Panorama of History As Presented in Chronological Order in Fifty Historical Novels; and (4) Fifty Contemporary Foreign Novels in English Translation. Table 4 indicates that of the 50 titles in each class the library has 12, three, 10, and one of these titles, respectively.

¹Haines, op.cit.

TABLE 4

NUMBER OF TITLES LISTED IN CHECKLISTS OF GENERAL
FICTION AND THE NUMBER AND PERCENTAGE OF SUCH
TITLES HELD BY THE LIBRARY

Checklist	Number of Titles Listed in Checklist	Number of Titles Held by Library	Percentage of Titles in Checklist Held by Library
1. <u>Helen Haines' Living With Books</u>	200	26	13.0
Development of Modern English Fiction	50	12	6.0
Postwar Novels	50	3	1.5
Historical Novels	50	10	5.0
Foreign Novels in English Translation	50	1	0.5
2. <u>Good Reading</u>	327	35	11.0
19th Century Continental Novels	44	4	1.2
19th Century British Novels	23	13	4.0
19th Century American Novels	36	2	0.6
20th Century Continental Novels	65	5	5.3
20th Century British Novels	54	8	2.4
20th Century American Novels	104	3	0.9

There are 327 novels listed in Good Reading¹ of which the college library has 35, or 11 percent. The 327 novels are divided into the following six classes: (1) The Nineteenth Century Continental Novels, containing 44 titles, of which the library has four; (2) Nineteenth Century British Novels, of which the library has 13 of the 23 titles listed; (3) Nineteenth Century American Novels, containing 36 titles, of which the library has two; (4) Twentieth Century Continental Novels totaling 65 titles, and the library has five; (5) Twentieth Century British Novels totaling 54 titles, of which the library has eight; and (6) Twentieth Century American Novels, 104 titles of which the library has three (see Table 4).

Periodicals

Bound Periodicals.-- The periodical collection must be evaluated for completeness of back files for the purposes of instruction and research. Broken or fragmentary sets may indicate the failure of the college to provide sufficient funds for library administrative purposes. If binding funds are inadequate, the library is seriously handicapped in its efforts to maintain complete files.²

The library of Paul Quinn College has 39 bound periodical volumes representing 12 titles, and none is a complete run. Four of these are in the natural sciences, four are in the social sciences, one is in the humanities, and three are general titles.

¹National Council of Teachers of English, op.cit.

²Lyle, op.cit., p.581.

Periodicals by Subscription.-- The library subscribes to 61 periodicals and 11 newspapers. There are 545 periodicals on the Southern Association's List, and the college library subscribes to 58, or 11 percent, of them. Farber lists 541 periodicals and the college library subscribes to 51, or 9.4 percent, of these titles (see Table 5).

TABLE 5
NUMBER OF TITLES IN CHECKLISTS OF PERIODICALS
AND THE NUMBER AND PERCENTAGE OF TITLES
SUBSCRIBED TO BY THE LIBRARY

Checklist	Number of Titles Listed in Checklist	Number of Titles Held by Library	Percentage of Titles in Checklist in Library
<u>Classified List of Reference Books and Periodicals^a</u>	545	58	11.0
<u>Classified List of Periodicals^b</u>	541	51	9.4

^aSouthern Association of Colleges and Secondary Schools, op.cit.

^bFarber, op.cit.

Periodical titles subscribed to by the library were analyzed as to their distribution in relation to the educational program of the college and these findings are revealed in Table 6. More periodical titles are subscribed to in the social sciences division, 33, or 54 percent. Fifteen, or 26 percent, are general titles; four, or 6 percent, are in the natural sciences; and nine, or 14 percent, are in the humanities area. Of the 508 titles listed by the Southern Association relative to the instructional divisions of the College, 194 are in the social

TABLE 6

DISTRIBUTION OF PERIODICAL SUBSCRIPTIONS ACCORDING TO DIVISIONS
OF INSTRUCTION, THE SOUTHERN ASSOCIATION LIST AND THE
FARBER LIST

Divisions of Instruction	Held by Library		Southern Association List			Farber List		
	Number	Percent	Number on List	Number in Library	Percent in Library	Number on List	Number in Library	Percent in Library
Humanities	9	14.0	134	4	3.0	78	8	10.3
Natural Sciences	4	6.0	117	9	8.0	87	4	5.0
Social Sciences	33	54.0	194	33	17.0	114	25	22.0
General Titles	15	26.0	63	12	19.0	46	14	30.4
Total	61	100.0	508	58	47.0	325	51	67.7

sciences division and the College library subscribes to 33, or 17 percent, of these; 134 are listed in the humanities division and the library subscribes to four, or 3 percent, of these; and of the 117 in the natural sciences, the library subscribes to nine, or 8 percent. Farber lists a total of 325 periodical titles relative to the College's instructional divisions. Of the 325 titles listed, there are 114 in the social sciences division and the library subscribes to 25, or 22 percent, of these; 87 are listed in the natural sciences and the library subscribes to four, or 5 percent, of these; and in the humanities division 78 are listed, of which the library subscribes to eight, or 10.3 percent. Three, or 4.9 percent, of the periodicals subscribed to by the library are not listed in the Southern Association's List, while 10, or 18 percent, of the periodicals subscribed to are not listed by Farber. The weakest areas of the periodical collection are in the natural sciences and humanities division (see Table 6). The library currently subscribes to only six, or 9.8 percent, of the periodicals which are bound.

Quantitative Analysis of the Reference Collection

An analysis of the reference collection reveals that of the total book collection, 1576 of them are classed as reference. Table 7 reveals the number and proportion of titles held arranged by Dewey classes. Of the 1,576 reference titles, 450, or 28.6 percent, are in general works; 710, or 45 percent, are social science titles; and 189, or 12 percent, are in history, including geography, history, travel and biography. The weakest areas are in philosophy, fine arts,

TABLE 7
NUMBER AND PROPORTION OF REFERENCE TITLES
HELD BY THE LIBRARY ARRANGED BY
DEWEY CLASSES

Class	Number of Titles Held	Percent of Total Collection
General Works	450	28.60
Philosophy and Psychology	3	.20
Religion	23	1.50
Social Science and Education	710	45.05
Language	14	.88
Science	27	1.71
Useful Arts	29	1.72
Fine Arts	7	.44
Literature	124	7.90
History, Geography, and Biography	189	12.00
Total	1,576	100.00

language, religion, pure science, and the useful arts.

Qualitative Analysis of the Reference Collection

By checking the library's holdings of reference books against the Southern Association's Classified List of Reference Books and Periodicals, it was found that the library has 145, or 10 percent, of the 1,447 titles listed. Table 8 indicates that the library has 43, or 21.2 percent, of the titles listed under general reference books;

TABLE 8

NUMBER OF TITLES LISTED IN CHECKLISTS OF REFERENCE
BOOKS AND NUMBER AND PROPORTION OF SUCH
TITLES HELD BY THE LIBRARY

Checklists	Number of Titles in Checklist	Number of Titles Held by Library	Percentage of Titles in Check- list Held by Library
1. <u>Classified List of Reference Books and Periodicals</u> ^a	1,447	145	10.0
General	198	43	21.2
Biological Sciences	227	23	10.1
Humanities	391	49	12.5
Physical Sciences	195	4	2.0
Social Sciences	436	26	5.9
2. <u>Wilson's The Library in College Instruction</u> ^b	412	70	17.0
General Bibliograph- ical Sources	216	31	14.4
Humanities	67	17	25.4
Social Sciences	59	12	20.4
Biological and Physi- cal Sciences	70	10	14.3

^aSouthern Association of Colleges and Secondary Schools, op.cit.

^bWilson, op.cit.

23, or 10.1 percent, of the titles of biological science, and 49, or 12.5 percent, of the titles of humanities.

The Library in College Instruction¹ contains 412 reference titles of which the library has 70, or 17 percent. Wilson's reference titles are divided into four groups: (1) general bibliographical sources useful to the college instructor; (2) humanities; (3) social sciences; and (4) biological and physical sciences. For this analysis, only those titles listed as "reference" under the humanities, social sciences and biological physical sciences were included. There are 216 titles listed under general bibliographical sources, of which the library has 31 per, or 14.4 percent; 17, or 25.4 percent, of the 67 humanities titles; 12, or 20.4 percent, of the 59 social sciences titles and 10, or 14.3 percent, of the 70 reference titles listed under biological and physical sciences (see Table 8).

Government Publications

Government publications held by the library of Paul Quinn College are those of reports, research studies and yearbooks. The library purchases some of the material from the U.S. Superintendent of Documents, but most of it is free material sent from various departments of the government, state and federal. Much free material is also received through the State's Congressmen.

The Congressional Record, the United States Manual, and the Monthly Catalog of United States Government Publications, are among the important federal government publications held by the library. Also included are many useful publications issued by the Departments of Agriculture, Health, Education and Welfare, and Interior. Some of

¹Wilson, op.cit.

these publications are shelved with the general book collection, particularly the reference collection, while others are placed in the vertical files and in pamphlet boxes. The few municipal publications received are placed in the vertical files.

Vertical File Materials

There was no way to estimate the quantity of vertical file materials in the library. Materials for the vertical file are received from many sources, such as college and university presses, corporations, societies, and associations. Materials covering various subject areas are secured through use of the guides to free and inexpensive materials published by the Educators Progress Service. Pamphlets pertaining to education, published by the State Education Agency, are also among the library's vertical file materials. These are labeled by subject, and shelved in Princeton files. Others are kept in file cabinets according to subjects. Newspaper and magazine clippings also constitute vertical file materials.

Audio-Visual Material and Equipment

Very little audio-visual material is to be found in the library. Audio-visual equipment owned by the college and housed in the library consists of a 16 mm. motion picture projector, a projection screen, a tape recorder, and a slide-filmstrip projector. A few filmstrips on elementary science comprise the collection. All film for class viewing is rented or borrowed.

Summary

In May, 1961, Paul Quinn College Library had a total of 8,601 books. Best represented in the total collection is the social science and education class, which comprises almost one half the total number of volumes in the entire book collection. The total number of volumes of all the other classes combined represents a little more than one half of the book collection. This may be attributed to the large proportion of students enrolled in the teacher education program of the college. The smallest areas of the book collection are in language, fine arts, philosophy and religion, respectively. The curriculum provides for majors and minors in some areas in which the library holdings are very weak, such as science, fine arts, and the useful arts.

Five broad subject fields were analyzed as to their recency in publication. They were social science and education; the useful arts; fiction; and history, including geography, travel and biography. The areas studied may be considered the most important ones for which recency of publication is important. Of the 5,370 titles analyzed, 36 percent are dated since 1940, while 64 percent are dated prior to 1940. The library holds more books published between 1950 and 1959 than any other decade, 1,065, or 20 percent. The more recent titles are in social science and education; history, including geography, travel and biography; and useful arts, respectively.

In order to evaluate qualitatively the fiction titles held by the library, the fiction collection was checked against two standard checklists. The college library has 26, or 13 percent, of the 200

titles listed in Helen Haines' Living With Books, and it has 35, or 11 percent, of the fiction titles listed in Good Reading, which contains 327 novels.

There are 39 bound periodicals representing 12 titles in the college library's periodical collection, none of which is a complete run, only fragments of sets.

Sixty-one periodicals and 11 newspapers are subscribed to by the college library. Of the 545 periodicals listed by the Southern Association, the library subscribes to 58, or 11 percent, of them. Farber lists 541 periodicals and the library subscribes to 51, or 9.4 percent, of these titles. More periodicals are subscribed to in the social sciences division, 33, or 54 percent, than in any other division of instruction at the college, while the weakest areas of periodical subscriptions are in the natural sciences and humanities divisions.

Analysis of the reference collection of the college library reveals that of the total book collection, 1576 of them are reference. The strongest area of the reference collection is social science and education, 710, or 45 percent, while the weakest area is philosophy, three, or .20 percent.

By checking the library's holdings of reference books against the Southern Association's List, it was found that the library has 145, or 10 percent, of the 1,447 titles listed by the Association. There are 412 reference titles listed in The Library in College Instruction, of which the library has 70, or 17 percent.

The library purchases some of the government publications received from the U.S. Superintendent of Documents, but most of it is free

material sent from various departments of the government, state and federal. Some government publications are shelved with the general book collection, particularly the reference collection, while others are placed in the vertical file and pamphlet boxes. The few municipal publications received are placed in the vertical files. Newspaper and magazine clippings also constitute vertical file materials of the college library.

Audio-visual holdings of the college library are very meager. Only a few pieces of audio-visual equipment owned by the college are held by the library. All film for class viewing is rented or borrowed.

CHAPTER V

FACULTY AND STUDENT OPINIONS REGARDING THE NEEDS AND SERVICES OF THE LIBRARY

The Faculty

Seventeen of the 22 questionnaires sent to the members of the faculty were answered and returned. Each division of the educational program was represented. From the Division of Humanities five out of a possible eight were returned. Four out of six teachers responded in the Division of Natural Sciences, and all of the eight teachers in the Division of Social Sciences responded.

In answer to the question as to how often the faculty used the resources of the college library, one uses it daily; two use it three times weekly; three use it weekly; seven responded monthly; three use it less than twice a semester; while one faculty member gave no indication as to how often he uses the library (see Table 9). Sixteen of the 17 faculty members returning questionnaires said they were satisfied with the faculty borrowing regulations in effect in the library, and one did not indicate his reaction.

Thirteen respondents noted that they used other libraries in the city of Waco or elsewhere, while four did not. The libraries specified were the Waco Public Library, Baylor University Library, and the library of Prairie View A. and M. College, Prairie View, Texas. Frequency of use ranged from weekly to occasionally, and when necessary

TABLE 9

FACULTY USE OF THE COLLEGE LIBRARY

Frequency of Use	Number of Faculty Members
Daily	1
Three times weekly	2
Weekly	3
Monthly	7
Less than twice a semester	3
Not indicating	1
Total	17

(see Table 10). Their one main purpose for using other libraries was for materials that were unavailable at Paul Quinn College Library. Kinds of materials used ranged from research to recreational, with four persons stating specifically that they used other libraries for supplementary materials in their teaching fields. Three indicated they were seeking materials for recreational reading, and five were seeking research materials. One man stated that he used another library for personal edification.

Analysis of the questionnaires revealed the extent to which the faculty's teaching methods required students to use the library. Fifteen of the faculty members required the use of the library's

TABLE 10

FACULTY USE OF OTHER LIBRARIES

Frequency of Use	Other Libraries Used			Total
	Waco Public	Baylor	Prairie View	
	Number Faculty	Number Faculty	Number Faculty	
Weekly	1	2	1	4
Monthly	3	...	...	3
Twice a month	1	...	...	1
Occasionally	3	3	...	6
When necessary	2	...	...	2
Total	10	5	1	16

circulation and reference books; while two did not; 11 required the use of current periodicals while six did not; and nine required the use of back issues and eight did not. The use of the reserve materials is required by 12 of the 17 respondents (see Table 11).

Six respondents indicated that anticipated changes or developments in their teaching methods which would affect students' use of the library. Seven did not anticipate any changes, while four gave no indication as to whether or not changes or developments were anticipated (see Table 11).

When asked if students had complained to them of inadequacies

TABLE 11

FACTORS REGARDING LIBRARY USE AND STUDY

Item of Inquiry	Number of Faculty Members	
	Yes	No
Do your teaching methods require students to use the following library facilities?		
(a) Circulation and reference books	15	2
(b) Periodicals:		
Current	11	6
Back Issues	9	8
(c) Reserve materials	12	5
(d) Other	...	...
Do you anticipate changes or developments in teaching methods which would affect students' use of the library?	6	7
Have students complained of inadequacies		
(a) Of materials?	11	6
(b) Of physical facilities?	...	...
(c) Of library services?	1	16

of materials, physical facilities, or library services, 11 teachers said they had received complaints about materials, and six had not. One faculty member said he had received complaints about library services, and 16 had not received any complaints. No student had

complained to the faculty of inadequacies of physical facilities (see Table 11). The complaints included the inadequacy of current materials; the fact that materials were listed in the card catalog but were not on the shelves; and that the library is closed on Wednesday evenings and on weekends. One instructor indicated that he had received complaints from his students, but since he felt they were not justified, he did not list them. Thirteen of the 17 teachers rely greatly upon their personal libraries rather than the college library; two do this considerably.

Five of the 17 faculty members found it necessary to lend students materials that they (the teachers) had borrowed from the college library, but 12 did not. Two of the five were teachers in the Division of Social Sciences, two were in the Division of Natural Sciences, and one was in the Division of Humanities (see Table 12). All indicated the materials loaned were for class work, that this did not happen often, and that this was necessary because there were too few duplicate copies in the library.

There were 12 faculty members who felt it necessary to restrict assignments because of inadequacies of materials in the college library, including the fact that there were too few copies available. Five members of the faculty group reported that they did not restrict assignments because of limited library materials. This included one teacher in the humanities division, and two each in the natural sciences and social sciences (see Table 12).

Twelve members of the faculty said they recommended titles to the library for acquisition, while five did not. Two said they did not

TABLE 12

FACULTY OPINIONS REGARDING MATERIALS

Item of Inquiry	Division							
	Humanities		Natural Sciences		Social Sciences		Total	
	Yes	No	Yes	No	Yes	No	Yes	No
Do you find it necessary to lend students materials which you have borrowed from the college library	1	4	2	2	2	6	5	12
Do you feel obligated to restrict assignments because of library inadequacies?	4	1	2	2	6	2	12	5
How would you evaluate the holdings of the library in your specific field?	Division							
	Humanities		Natural Sciences		Social Sciences		Total	
Excellent	...		...		...		...
Good	1		1		1		3	
Fair	2		1		2		5	
Poor	2		2		5		9	
Total	5		4		8		17	

recommend titles for purchase because they felt that the books would not be purchased. One woman was new on the faculty and noted that she plans to make recommendations for acquisitions. One man stated that

he would recommend more titles if he thought there were any possibility of their being acquired. The number of books requested for purchase ranged from one to 50.

Table 12 reveals the faculty's evaluation of the library's holdings in their specific fields. In the humanities, the holdings were said to be good by one person, while two thought it was fair, and two thought it was poor. In the Division of Natural Sciences, the library's holdings were rated as good by one, fair by one, and poor by two. One of the teachers in the Division of Social Sciences rated the library's holdings as good, two as fair, and five as poor. Altogether three persons answered "good," five answered "fair," and nine of the 17 faculty members were of the opinion that the library's collection was poor.

Needed services suggested by the faculty that are not now available in the library were: a special isolated reading room, audio-visual materials, equipment and listening booths, a browsing corner, more efficient building maintenance, longer hours of opening, and more up-to-date materials. These suggestions were made by six faculty members, while 10 made no response to the question and one indicated that the question was not clearly understood.

In answer to the question of whether or not they found the inter-library loan service satisfactory, seven answered yes, while one said no, because he had not, up to that time, secured his requested materials. Two were unfamiliar with the service, and two said they had not asked for such service. Six persons did not respond to the question.

When asked whether or not they believed that the library was

understaffed at present, four said yes, nine said no, and four did not answer. Additional personnel was needed so that the library could stay open longer. The short hours, they stated, made it difficult to make assignments, especially over the weekends.

The faculty members were asked to list some specific suggestions, over and above the factors asked about in the preceding questions, for the development of the library, and only four persons made them. Suggestions were made for new library facilities, and an acoustical ceiling in the present room to reduce the noise. Increased staff, services, budget, and tightened control of borrowing were also suggested. The need for development of the library's resources was indicated by all four of the faculty members. A larger budget would help develop a regular acquisitions program even if it were modest in amount. Specifically they pointed out the need for current materials, current periodical indexes and bound periodicals. One faculty member suggested that the library try asking faculty members for gifts or donations of books and materials to the library, and one noted an administrative weakness. He thought that the librarian should know about the final disposition of library requisitions so that she, in turn, can advise the faculty.

Students

Questionnaires were submitted to and collected from 166 students, or 69 percent, of the total student body of 239. Forty-eight were freshmen, 28 were sophomores, 45 were juniors, 44 were seniors, and one was unclassified.

Only 16 of the students indicated that they lived off the campus.

Two were freshmen, one was a sophomore, three were juniors, and 10 were seniors. One-way commuting time ranged from one minute to an hour and one half and the average time per student was about 17 minutes.

Library usage indicated by the students ranged from daily to rarely, as revealed in Table 13. Twenty of the students used the library daily; 91 used it two to four times per week; 22 used it once a week; 18 used it less than once a week; while 15 used it rarely. No student said he had never used the library.

When asked what other libraries they used beside the Paul Quinn College Library, 83, or a little more than half, of the students indicated that they used six other libraries, while 81 used no other. The libraries used, in the order of frequency, were: Waco Public Library, Baylor University Library, J. H. Hines Elementary School Library, Temple Public Library, Temple, Texas, Doris Miller Branch YMCA, and St. John Catholic Church Library, while two students indicated that they used their own personal libraries. Frequency of visits to other libraries ranged from daily to rarely. These other libraries were used for: class assignments, research materials, special assignments, information not in their college library, supplementary material, current science materials, and recreational materials.

Table 14 reveals the purposes for which students in the various classes used the college library. Of the combined classes, 128, or 77 percent, used books on reserve, 109, or 65.6 percent, used collateral or background reading in connection with courses, 96, or 57.7 percent, used the library as a convenient place to study, and 19, or 11.4 percent, used it to read periodicals and newspapers.

TABLE 13
FREQUENCY OF LIBRARY USAGE BY STUDENTS

Frequency	Class					Number	Percent
	Fresh- man	Sopho- more	Junior	Senior	Unclass- sified		
Daily	3	3	8	6	...	20	12.0
Two to four times per week	27	18	25	21	...	91	55.0
Once a week	6	4	6	6	...	22	13.2
Less than once per week	5	2	3	8	...	18	10.8
Rarely	7	1	3	3	1	15	9.0
Never	...	...	...	...	...	...	...
Total	48	28	45	44	1	166	100.0

Students were asked if they found difficulty in obtaining seating space in the library. Their replies indicated that nobody had difficulty often, 39, or 23.4 percent, had difficulty sometimes, while 123, or 74.2 percent, never had difficulty obtaining seats in the library. No indication was made by the other four, or 2.4 percent, of the group.

Students indicated that 150, or 90.3 percent, of them were satisfied with the library's weekday hours of opening, while 16, or 9.7 percent, indicated that they were not. Regarding the Saturday hours, 103, or 62.0 percent, were satisfied, while 63, or 38.0 percent

TABLE 14

STUDENTS' PURPOSES FOR USING THE COLLEGE
LIBRARY

Purpose for Using Library	Class					Num- ber	Per- cent
	Fresh- man	Sopho- more	Junior	Senior	Unclas- sified		
For books on reserve	38	19	33	37	1	128	77.0
For collateral or background reading	19	16	32	41	1	109	65.6
As a convenient place to study	31	13	25	27	...	96	57.7
For recreational reading	1	...	1	1	...	3	1.8
To read periodicals and newspapers	6	2	6	5	...	19	11.4
Total	95	50	97	111	2	355	213.5

were not. For the Sunday hours, 131, or 79.0 percent were satisfied, while 35, or 21.0 percent, were not (see Table 15). Those 16 who were dissatisfied with the number of weekday hours the library is open indicated that they wanted it open continuously from eight o'clock in the morning until nine or ten o'clock at night. Most of the students who were dissatisfied with the library's being closed on Saturdays wanted it to stay open until six or seven o'clock in the evening. Twelve students would like to have the library open on Sunday, and most of them suggested the late afternoon and early evening hours.

TABLE 15

OPINIONS OF STUDENTS WITH REGARD TO THE LIBRARY'S
HOURS OF OPENING

Inquiry	Are You Satisfied with the Library's Hours of Opening?			
	Number		Percent	
Responses	Yes	No	Yes	No
Weekdays	150	16	90.3	9.7
Saturdays	103	63	62.0	37.9
Sundays	131	35	79.0	21.0

When asked if they found the card catalog helpful to them in locating materials in the library, students indicated, as revealed in Table 16, that the card catalog was always helpful to 64, or 38.5 percent, of them, sometimes helpful to 99, or 59.7 percent, of them, and never helpful to three, or 1.8 percent.

TABLE 16

THE VALUE OF THE CARD CATALOG

Degree to Which Materials Were Found by Using Card Catalog	Class					Number	Percent
	Fresh- man	Sopho- more	Junior	Senior	Unclassi- fied		
Always	23	7	16	17	1	64	38.5
Sometimes	25	20	29	25	...	99	59.7
Never	...	1	...	2	...	3	1.8

Table 17 reveals the difficulties students experienced most frequently with reserve books. Twenty-six, or 15.7 percent, indicated there are too few copies available for use at 7:00 P.M. when the demand is great, 117, or 70.5 percent, indicated there are too few copies available for use in the library during the day, while 20, or 12 percent, said there are too few copies available for overnight use. Three, or 1.8 percent, stated that the difficulties they experienced most frequently were the books were lost or missing.

Answering the question as to whether or not the library's book collection was suitable and adequate for their purposes, 49, or 29.5 percent, said yes, while 117, or 70.5 percent, said no. The reasons given for inadequacies, as revealed in Table 18, were that books needed were out on loan, missing or lost, or not owned by the library. The largest number of students, 105 of the 117, complained about books that the library did not own or those that were missing or lost.

When asked how they felt when they visited the college library, students indicated that 148, or 89.2 percent, of them were at ease, 14, or 8.4 percent, felt confused, while three, or 1.8 percent, felt completely lost. Nine of the confused or lost students were freshmen and three were seniors. One student felt irritated because of the noise (see Table 19).

Additional instructions should be given on how to use the library according to 120, or 72.4 percent, of the group, while 39, or 23.4 percent, said none was needed and seven, or 4.2 percent, of the students did not comment.

TABLE 17

DIFFICULTIES EXPERIENCED BY STUDENTS WITH
THE RESERVE BOOKS

Difficulties Experienced	Class					Number	Percent
	Freshman	Sophomore	Junior	Senior	Unclassified		
Too few copies to be borrowed at 7:00 P.M.	4	4	10	5	...	26	15.7
Too few copies available for use in library during the day	34	23	26	33	1	117	70.5
Too few copies available for overnight use	8	...	6	6	...	20	12.0
Lost or missing	2	1	...	...	...	3	1.8

TABLE 18

OPINIONS OF STUDENTS CONCERNING THE INADEQUACY OF THE
BOOK COLLECTION

Inadequacies	Number	Percent
Out on loan	12	7.2
Missing or lost	37	22.3
Not owned by the library	68	41.0
Total	117	70.5

TABLE 19

REACTIONS OF STUDENTS WHEN THEY VISIT THE
COLLEGE LIBRARY

Reactions	Class					Num- ber	Percent
	Fresh- man	Sopho- more	Junior	Senior	Unclassi- fied		
At ease	39	25	43	40	1	148	89.2
Confused	7	3	2	2	...	14	8.4
Completely lost	2	...	...	1	...	3	1.8
Other	...	...	...	1	...	1	0.6
	48	28	45	44	1	166	100.0

The staff of the library was usually able to give the service and information that 153, or 92 percent, of the students needed, while 13, or 8 percent, were not of this opinion. Negative reasons given were that the books were out on loan or were not owned by the library, and that the staff was not familiar with the resources and unable to locate the requested materials.

Students were asked how long they thought they should be able to keep a general circulation book on loan from the library. One week was considered adequate by 62, or 37.5 percent, two weeks by 54, or 32.5 percent, while 34, or 20.4 percent, gave periods from two days to indefinitely. Sixteen, or 9.6 percent, of the students did not respond.

One hundred, or 61 percent, of the students said they borrowed books from faculty members, while 66, or 39.0 percent, did not. Those students borrowing books from faculty members indicated that the frequency of this occurrence ranged from often to rarely, with 59, or 35.0 percent, of the books and materials borrowed in the social sciences, 29, or 18.0 percent, borrowed from the faculty in the natural sciences, while 12, or 7 percent, were in the humanities. The reasons for borrowing the materials were for study and special class assignments, because the books and materials needed were not available in the library.

When questioned as to whether or not they purchased books in connection with their courses other than specified textbooks, 115, or 70.0 percent, of the students answered yes, while 51, or 30.0 percent, answered no. Those students answering yes were asked if they had to purchase them because they were not in the college library. To this question, 31, or 18.0 percent, answered yes, while 20, or 12 percent, answered no. The yearly cost of personal books was estimated to range from \$2.25 to \$30.00.

Some of the improvements in the services and facilities of the library that the students indicated they would like most to see were: (1) air conditioning (heating and cooling); (2) restrooms; (3) a water fountain; (4) floor covering; (5) sound conditioning; (6) the library painted to improve appearance; (7) a new building; (8) larger facilities; (9) more seating space; (10) a separate study area; (11) a room for group discussion; (12) the card catalog weeded; (13) the library open from 12:00 noon to 1:00 P.M. weekdays, and open on weekends; and

(14) a larger and wider selection of books and materials to more adequately supply the needs of students, including more Negro newspapers and magazines. Specific areas in which students mentioned the need for more books were general reference books, more duplicate copies of reserve books, bibliographies, books on: anthropology, religion, education, sociology, political science, English grammar, mathematics, biology, chemistry, histology, physical education, music, English literature, poetry and history, and novels.

Comments made by students about the current library services which seemed particularly helpful to them were: (1) the card catalog saves time in locating materials; (2) the arrangement of books in the library is logical; (3) the library is a good place to come and study; (4) the atmosphere is very pleasant and the librarian and the library staff are very considerate and helpful; (5) the attendants are always courteous and friendly; (6) the books are kept in order, thus making it easy to locate materials; (7) displays and exhibits are helpful; (8) the library has a good supply of encyclopedias; (9) the newspaper and periodical collection is most helpful.

Summary

The expressed opinions of the faculty and students regarding the services and needs of the Paul Quinn College Library bear serious reflection. Seven of the 17 faculty members used the library daily, three times weekly, or weekly, and the others used it monthly or even less than twice a semester. Only one member of the faculty used it daily. They were all satisfied with the faculty borrowing regulations

of the library. However, 13 or the 17 faculty members used other libraries in Waco and elsewhere in order to secure materials unavailable at Paul Quinn College Library for research, recreation, personal edification, and supplementary materials in their teaching fields.

Teaching methods of the faculty required the students to use the library's circulation and reference books; periodicals, current and back issues; and reserve materials. Changes or developments in teaching methods were anticipated by only six members of the faculty which would affect students' use of the library.

Students had complained to faculty members of inadequacies of materials and library services. Their complaints centered around the inadequacy of current materials, and the fact that materials were listed in the card catalog but were not on the shelves, and that the library is closed on Wednesday evenings and on weekends.

Most of the faculty members did not find it necessary to lend students materials they had borrowed from the college library. The few who did find this necessary to do now and then indicated that the materials loaned were for class work, and that this was necessary because there were too few duplicate copies in the library. Some faculty members also felt it necessary to restrict assignments because of inadequacies of materials in the college library, including the fact that there were too few copies available. A majority of the faculty relied upon their personal libraries to supplement the holdings of the college library.

Twelve members of the faculty had recommended titles to the library for acquisition, and the others looked upon this as fruitless

effort because so few requested books were actually purchased.

No faculty member evaluated the library's holdings as excellent in his specific subject field. In the humanities, the holdings were said to be good by one person, while two thought it was fair, and two thought it was poor. In the Division of Natural Sciences, the library's holdings were rated as good by one, fair by one, and poor by two. One of the teachers in the Division of Social Sciences rated the library's holdings as good, two as fair, and five as poor. Altogether three persons answered "good," five answered "fair," and nine, or over half, of the 17 faculty members were of the opinion that the library's collection was poor.

Needed services suggested by the faculty that are not now available in the library were: a special isolated reading room, audio-visual materials, equipment and listening booths, a browsing corner, more efficient building maintenance, longer hours of opening, and more up-to-date materials.

Seven members of the faculty found the interlibrary loan service satisfactory, while one did not, and four were unfamiliar with the service or had not asked for it.

Nine members of the faculty did not think that the library was understaffed at present, while four did. The four indicated that additional personnel was needed so that the library could stay open longer hours. The faculty also expressed needs for the expansion and development of the library's administrative procedures, quarters, services, resources, and budget.

The great majority of the students of Paul Quinn College live on

campus. Only 16 of the 166 students questioned indicated that they lived off the campus. One-way commuting time ranged from one minute to an hour and one half and the average time per student was about 17 minutes.

More students used the college library from two to four times a week. Eighty-three, or about half, of the 166 students questioned used six other libraries beside the Paul Quinn College Library, and only two students used their own personal libraries in addition to the college library. The other libraries were used for class assignments, research, supplementary, current science, and recreational materials.

The reserve books are used by more students than any other type of materials, and at times there are not enough seats available, and not enough duplicate copies.

Most of the students were satisfied with the library's hours of opening, while a few wanted longer daily and weekend hours.

The card catalog was always helpful to about one fifth of the students in locating materials in the library, however, 99, or 59.7 percent, of the students stated that the card catalog was sometimes helpful, and three, or 1.8 percent, found it not helpful at all.

The library's book collection was declared not suitable and inadequate by 117, or 70.5 percent, of the students. Others complained about books that the library did not own or those that were missing or lost.

Most of the students felt at ease when they used the college library. Nine of those who felt confused or lost were freshmen and three were seniors. However, 120, or 72.4 percent, of the students felt that additional instructions should be given on how to use the library.

Of the 166 students questioned, 153, or 92.0 percent, of them felt that the library staff was usually able to give them the service and information they needed. Others complained about the needed books which were either out on loan, not owned by the library, or lost. Most of them did not complain about circulation regulations.

One hundred, or about three fifths of the students, borrowed books from their teachers for study and special assignments because the books needed were not available in the library. Most of these materials were in the social sciences. More than half of the 166 students, 115, or 70 percent, indicated that they purchased books in connection with their courses other than specified textbooks because the library did not have adequate supplementary reading.

CHAPTER VI

SUMMARY

The purpose of this survey was to examine, analyze, and interpret the services and resources of the Paul Quinn College Library during the 1960-1961 academic year. The preceding chapters have given a view of the library in this regard.

Various methods were used in order to present as complete a picture of the college library as possible. A questionnaire was submitted to the faculty and students in order to get their opinions regarding the services and needs of the library. Data relating to administrative organization and operations was collected and compared with principles set forth in Guy R. Lyle's Administration of the College Library and College and University Standards, 1957, to evaluate staff and services rendered by the library.

An analysis of the quality of the book collection was made through comparison of the holdings of the library with standard checklists. The checklists used were: The Southern Association's Classified List of Reference Books and Periodicals for College Libraries, Wilson's The Library in College Instruction, Good Reading, and Haines' Living With Books.

The periodical collection was measured against the Southern Association's Classified List of Reference Books and Periodicals for College Libraries and Farber's Classified List of Periodicals for the

College Library.Physical Plant

The library is housed on the first floor of a dormitory for men who occupy the second and third floors; and classrooms, offices and laboratories for the Science Department are located in the basement. The Music Department occupies the south end of the first floor. The library was renovated in 1960, and new chairs, tables and shelving were added, providing for approximately 15,000 volumes.

The east end of the library, adjacent to the librarian's office-workroom, is used as the work area so the librarian can work and supervise the library at the same time. No space is provided for receiving books, cataloging nor processing, so most of these functions are performed here. The nearest electrical outlet is in the office-workroom.

Seating is provided, with no variety in type, for more than one third of the student body in the reading room, which serves the purpose of reference, reserve, and periodicals room. At times the noise from outside and inside the library is quite distracting for persons using the library since there is no acoustical treatment in the library, and no covering on the concrete floor. Heating and cooling accommodations are very unsatisfactory, but lighting is adequate. No restroom facilities are provided for library patrons.

Staff and Services

The college library staff consists of a librarian; one full-time assistant with no library training or experience; and 11 part-time student assistants, five of which were new and had to be trained.

Because the staff is small, and with the addition of a new full-time assistant and five new student assistants, the duties performed by the librarian were quite varied. Much time was spent in the performance of tasks which could be done by subprofessionals if more were employed. The hiring of a full-time assistant did prove to be more satisfactory than having a large number of student assistants. Work performance was also more satisfactory.

Expenditures for combined staff salaries during this academic year, including student services, totaled \$14,321, while the total library expenditures for the year were \$16,584, including salaries, books, and other library materials. A total of \$30,895 was spent by the library from 1958 to 1961 for salaries, books, and other library materials.

The librarian is directly responsible to the Dean of Instruction, and serves on four college faculty committees. She works 45 hours per week, seven hours more than the 38 hours suggested by Lyle, while the full-time assistant works 42 hours per week, four hours more than the 38 suggested by Lyle. Both are allowed all holidays observed by the college with pay, and a maximum of two weeks paid vacation. Leaves are granted employees interested in making advancements toward higher degrees but with little, if any, financial assistance.

Each member of the instructional staff is encouraged to participate in the selection of library materials. The Dewey Decimal System of classification is used at Paul Quinn College Library, and Library of Congress catalog cards. A shelf-list is maintained, but is not up-to-date. Other records kept by the library are accessions, periodicals, daily circulation (student and faculty) by classes, overdue books, fines,

student pay roll, and petty cash. No periodicals are being bound, nor have any books been rebound.

The Library Committee is composed of the librarian, who serves as chairman, and four members of the instructional staff. This committee makes suggestions concerning general operational policies of the library, aids in allocating book funds to various divisions and departments, and offers suggestions to faculty. Members of this committee have also made contacts with other individuals and organizations who later made contributions to the library. College alumni and members of the community are permitted use of the college library, and a few do so occasionally, particularly teachers in public schools. They may borrow materials which are not in constant demand by the students and faculty.

The library is open 48 hours per week. Instruction in the use of the library is given to freshmen and new students during Freshman Orientation Week, and freely to any student needing additional help. There is no separate browsing room, but some fiction is placed on open shelves. Stacks are generally closed to students but they may secure permission to use them.

Materials Collection

In May, 1961, Paul Quinn College Library had a total of 8,601 books. Best represented is the social sciences and education class, comprising almost one half the total number of volumes in the entire book collection. The smallest areas of the book collection are language, fine arts, philosophy and religion.

Analysis was made of five broad subject fields as to their recency in publication. More recent titles are in social science and education; history, geography, travel and biography; and useful arts, respectively. There are fewer recent titles in fiction and science.

The fiction collection of the library was checked against two standard lists in order to analyze qualitatively those titles held by the library. The college library has 825 fiction titles, representing 10 percent of the total collection. Haines' Living With Books lists 200 titles and the library has 26, or 13.0 percent, of these. There are 327 novels listed in Good Reading and the library has 25, or 11.0 percent, of these.

The 39 bound periodicals held by the library represent 12 titles, none of which is complete. It subscribes to 61 periodicals and 11 newspapers. The Southern Association lists 545, the library subscribes to 58, or 11 percent, of them. Farber lists 541 periodicals of which the library subscribes to 51, or 9.4 percent. Three of the periodicals subscribed to by the library are not listed by the Southern Association, while 10 of those subscribed to by the library are not listed by Farber.

Of the total book collection, 1,576 of them are reference works. The strongest area is social sciences and education class, while the weakest area is philosophy. The library has 145, or 10 percent, of the 1,447 titles listed by the Southern Association, while it has 70, or 17.0 percent of the 412 reference books listed in The Library in College Instruction.

Some of the government publications received by the library are purchased, but most of it is free material. Newspaper and magazine

clippings constitute vertical file materials, along with an unspecified quantity and quality of other types of ephemera. Audio-visual holdings of the college library are very meager and the films for class viewing are rented or borrowed.

Faculty and Student Opinions Regarding the
Needs and Services of the Library

The expressed opinions of the faculty and students regarding the services and needs of the Paul Quinn College Library bear serious reflection. Only one of the 17 faculty members uses the library daily. All faculty members were satisfied with the faculty borrowing regulations of the library, but 13 of them used other libraries in Waco and elsewhere to secure materials unavailable at the college library. Their teaching methods required students to use the library's circulation and reference books, periodicals (current and back issues), and reserve materials.

Students have complained to faculty members of inadequacies of current materials, materials listed in the card catalog but not on the shelves, and that the library is closed on Wednesday evenings and on weekends. Most of the faculty members did not find it necessary to lend students materials they had borrowed from the college library, but a few did, now and then, because too few duplicates were available in the library. Some faculty members even felt it necessary to restrict assignments because of inadequacies of materials in the college library. A majority of the faculty relied upon their personal libraries to supplement the holdings of the college library.

Twelve members of the faculty had recommended titles for acquisi-

tion and others looked upon this as fruitless effort because so few requested books were actually purchased. No faculty member rated the library's holdings as excellent in his specific subject field, while over half of them were of the opinion that the library's collection was poor.

Reserve books are used by more students than any other type of materials, and at times there are not enough seats available. Most of the students were satisfied with the library's hours of opening, but a few wanted longer daily and weekend hours. The card catalog was always helpful to about one fifth of the students in locating materials in the library.

The library's book collection was declared not suitable and inadequate by 70.5 percent of the students, and 120, or 72.4 percent, of them felt additional instructions should be given on how to use the library. About three fifths of the students borrowed books from their teachers for study and special assignments. More than one half of the students purchased books in connection with courses because of library inadequacies.

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